

APP observation and feedback guide – project supervision

The overall impression of the didactical and pedagogical context:

- Evaluation of the performance of the supervisor

Management of the supervision

- How – and based on whose perspective – is the meeting managed?
- Is there an agenda for the meeting, - if so, who has produced it, - when?

Feedback

- Is the meeting dominated by text produced by the students? - If so, did the students provide the supervisor with any kind of instruction about which parts to focus on and what kind of feedback they needed?
- Is the feedback structured? For example: First general comments then the details, driven chronologically by the flow in the text, or no structure at all?
- Feedback content:
 - Mainly formative or summative
 - Mainly questioning or concluding
 - Mainly critically constructive or approving

Communication and dialogue

- Do the students and the supervisor (mis)understand each other? Which tools does the supervisor use to increase or to investigate the student's level of understanding?
- How is the supervisor's engagement or lack of engagement expressed through body language or voice, etc?

Meta communication

- How are these phases defined in the conversation and by whom?
 - Introduction
 - Closing
 - Transition between different phases
- Other kinds of meta communication

Supervisor roles

- Did the supervisor change his/her role (e.g. from focusing on product to focusing on process) during the meeting, and did he/she communicate that to the student(s)?
- Is the supervisor aware of the possibilities in such shifts?

Conclusions/suggestions:

- Considering all of what is observed which elements in the supervision may work for or against the student's progress in their work and in their skill development?

What are the supervisor's personal strengths which s/he could build upon in order to further develop as a supervisor?